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Master's Dissertation/
Trabajo Fin de Máster

STUDENTS' ATTITUDE TOWARDS
INTERCULTURAL DIVERSITY: AN
ANDALUSIAN CASE STUDY

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*Reconcile the world is too ambitious,
but at least we can train the children
to be respectful toward the differences,
which are the only thing that allows us learn:
if we were all the same,
we could not offer us nothing about each other.*

Yehudi Menuhin
Violinist and conductor (1916-1999)

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ABSTRACT

The objectives of this Master's Dissertation (MD) focus on the elaboration of a theoretical framework on intercultural diversity and the implementation of an intervention project to improve students' attitudes towards intercultural diversity. This study will be developed with a group of students of the 4th year of Compulsory Secondary Education at San Jerónimo school (Seville).

In this project we have used a quasi-experimental pre-test / post-test design. The sample consisted of 18 students, and the instruments that have been used are a questionnaire of attitude towards intercultural diversity and participant observation. During its development we have covered four sessions to work on different values regarding diversity. The results of this project show that there are certain improvements regarding the students' attitudes towards intercultural differences.

Keywords: intercultural diversity, cultural variety, immigrants, gipsy ethnic, gender inequalities, disabled people.

RESUMEN

Los objetivos de este Trabajo de Fin de Máster (TFM) se centran en la elaboración de un marco teórico sobre la diversidad intercultural y la realización de un proyecto de intervención para mejorar la actitud de los estudiantes hacia la diversidad intercultural. Este estudio se desarrollará con un grupo de estudiantes de 4º curso de Educación Secundaria en el centro San Jerónimo (Sevilla).

En este proyecto se ha utilizado un diseño cuasi-experimental pre-test / post-test. La muestra ha estado formada por 18 estudiantes y los instrumentos que se han utilizado han sido un cuestionario de actitud hacia la diversidad intercultural y la observación participante. Durante su desarrollo se han llevado a cabo cuatro sesiones en las que se han trabajado diferentes valores relacionados con la diversidad. Los resultados obtenidos en el proyecto ponen de manifiesto que se han producido ciertas mejoras con respecto a la actitud de los estudiantes sobre las diferencias interculturales.

Palabras claves: diversidad intercultural, variedad cultural, inmigrantes, etnia gitana, desigualdades de género, discapacitados.

1. JUSTIFICATION

The topic of this research focuses on students' most common attitudes towards cultural diversity. Cultural diversity may be used interchangeably with the concept of "multiculturalism", and these terms can be defined as:

"...a system of beliefs and behaviours that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society". (Rosado, 2015)

Sociologist Dr. Caleb Rosado, who specializes in diversity and multiculturalism, described seven important actions related to the definition of multiculturalism. These actions are recognition of the abundant diversity of cultures, respect for the differences, acknowledging the validity of different cultural expressions and contributions, valuing what other cultures offer, encouraging the contribution of diverse groups, empowering people to strengthen themselves and others to achieve their maximum potential by being critical of their own biases, and celebrating rather than just tolerating the differences in order to bring about unity through diversity.

It is also relevant to specify the importance of this topic in education and for our subject (English). The presence of a great variety of ethnic groups in Andalusia is becoming more and more frequent during the last decades. According to the *Instituto Nacional de Estadística*, in 2015 the number of Spanish population increased (24,313 people) and the foreign population was reduced in 35,456 people. This does not mean that the number of immigrants has decreased, but the process of acquisition of Spanish nationality has changed the statistics. This increase of foreign population is also reflected on the type of students that we have in our schools. Nowadays, there are more cultural diversity and, as a result, some cultural clashes among students. The fact of finding people from different countries in our Spanish schools, high schools and universities is a current reality. For that reason, people must take it into consideration and develop an attitude of respect and tolerance towards these groups of people taking into advantage all the positive cultural aspects that immigrants may offer.

However, immigrant students are not the only type of students who contribute to this diversity as we could also mention gipsy students. The number of gipsy people in Spain is too difficult to calculate since ethnics are not registered in the census. From sociological studies, it has been estimated that around 660,000 gipsy people live in Spain (1.5% of the Spanish population). Andalusia is the region with more gipsy population in Spain (250,000) with a variable level of integration.

Población gitana en España (aproximación)	
Andalucía	250.000
Aragón	22.000
Asturias	6.000
Baleares	13.000
Canarias	1.000
Cantabria	5.000
Castilla y León	33.000
Castilla-La Mancha	39.000
Cataluña	62.000
Ceuta y Melilla	2.500
Extremadura	14.000
Galicia	15.000
La Rioja	9.000
Madrid	69.000
Murcia	39.000
Navarra	7.000
País Vasco	14.000
Comunidad Valenciana	61.000
Total España	661.500

Table 1. Classification of gipsy population in Spain (*Fundación Secretariado Gitano*)

Gipsy society could be considered another minority group that usually faces a different personal experience in our classrooms. As we will notice, gipsy students own a series of factors that facilitate their dropout: absenteeism, parents' working conditions, cultural ideas, etc. Apart from these conditions there could be also exist certain rejection by other students who do not belong to this ethnic variety.

However, in this project not only will we focus on ethnic diversity but on other aspects such as gender differences or the specific daily situations that disabled people must face. Gender inequality is still a serious problem in our society. Although the situation has improved during the last decades, part of our society do not notice that both genders, male and female, are equal. This is a controversial matter that is frequently covered by the mass media: "92% of Spaniards believe gender inequality persists, poll finds" (*El País*, 2016). According to this article, only 5% of women and 11% of men think that there is complete equality between the sexes. Nowadays, there are still some fields in which women may find some barriers or disadvantages only because of the fact of being women: particularly in the labour market, educational system, or the practice of some sports. Our aim is to create an atmosphere

in class in which gender differences cannot be appreciated at any extent. Due to the socio-cultural nature of our students, gender differences are still present in their lives. There are still many stereotypes that these teenagers can observe in our current society. For example, the mass media play a significant role in people's behaviour and thinking. Nowadays, press, television, radio, books and the Internet exert a great level of influence on society. According to the information transmitted by the mass media people can create stereotypes that in many cases are based on traditions that are difficult to change. These stereotypes can be both positive and negative, although the negative ones are much more common and, in many cases, focus on gender roles. For example, the roles that the different members of a family take. In the past, the model of family was a patriarchal one in which men were the root of the family and women had a secondary position. Nowadays, this situation has changed although there are still some families based on that patriarchal model. For that reason, this aspect has been included in our project since living in the 21st century and having so traditional views about gender roles is not positive for our students' social, cultural and personal development.

On the other hand, disabled people also face very important barriers in their daily life. Apart from architectural barriers, this group of people must also confront the limits that our current society imposes to them. Luckily, these limitations are decreasing little by little and many members of this minority group are acquiring facilities in some aspects such as curricular adaptations in schools, high schools, universities, etc, or their acceptance in different jobs. Nowadays, there is a tendency to the implantation of learning support for these disabled students. However, there are many cases in which these children must still face some difficulties in their educational environment due to the educational members' lack of knowledge, classmates' attitudes, etc. Thus, it is also important to highlight the role of the teachers and the need of more training regarding the treatment of disabled students. Teachers need to acquire a previous idea about the disability of his/her student/s and prepare a suitable methodology to be used with these children.

2. GENERAL OBJECTIVES

The general objectives of this research can be summarized in two main points. On the one hand, the first objective of this study is the elaboration of a theoretical framework about intercultural diversity in a specific context, that is, a group of 4th year secondary education students of the I.E.S. San Jerónimo (Seville). Apart from this one, we will also concentrate on a second general objective, like the elaboration and implementation of an intervention project to improve students' attitudes towards intercultural diversity. We will focus on different members of our society which show this intercultural reality: immigrants, gipsy people, male and female differences, and disabled people.

In order to have a more precise view of the development of these objectives, they are specified in a more detailed way through some specific objectives.

3. SPECIFIC OBJECTIVES

If we focus on the specific objectives related to the general objective 1, we could mention the following ones: defining the situation of Spain regarding cultural diversity; presenting the advantages and disadvantages of being involved in an educational context characterized by cultural diversity; exposing the role of teachers in multicultural contexts; defining DeSurra and Church's types of classroom climates; describing the current situation of Spanish gipsy families and their relation to education; and, presenting previous studies which have focused on intercultural diversity.

In contrast, those specific objectives that have been taken from the general objective 2 are: evaluating the attitudes of a group of students of the 4th year of CSE of the high school San Jerónimo (Seville) using an attitude scale; developing four sessions to work on intercultural diversity with a group of students of the 4th year of CSE of the high school San Jerónimo (Seville); analysing the results obtained in the intervention project that has been developed in the high school San Jerónimo (Seville); and, exposing the final conclusions taken from the analysis and interpretation of the intervention project.

4. LITERATURE REVIEW

As we have previously stated, cultural diversity in the classroom is becoming a more common issue nowadays in Spain due to the existence of ethnic varieties or different types of people. This diversity must be seen as a natural outcome since it is almost impossible to find a homogeneous group in a classroom during these years. These students are influenced by the ways in which they have been brought up and their own culture. We must say that at the beginning it could be a difficult task for students since a multicultural context can create a number of challenges that they need to face. For instance, aspects related to communication due to the coexistence of two or more languages; or the presence of values which could differ from culture to culture. From this situation some positive and negative aspects arise. On the one hand, we should point out the advantages of being involved in an educational context characterized by cultural diversity. The first point to be highlighted is the acceptance of differences. It can be a difficult task since there are many intolerant teenagers who do not accept the modification of their own opinions; however, we can also find some students who could answer in a positive way towards the acquisition of new values. Another idea is the development of some values such as freedom, respect, tolerance or equality. In this context, students tend to avoid the creation of baseless biases, prejudices and feelings of superiority. Instead of that, they acquire awareness of diversity and equality. Moreover, education regarding cultural aspects is also promoted by the existence of these differences. Apart from their own culture, students may learn different ones making comparisons and developing cultural sensitivity. There are several studies which have concentrated on the possible advantages of diversity in an educational context. The importance given to these advantages is not a new issue since we can read different researches from previous years in which the significance of diversity in schools is exposed. For instance, Fine and Handelsman (2007) concentrate on different aspects related to the possible benefits obtained by the exposition to diversity. They present benefits for teaching and research; benefits for students; challenges of diversity; and, influence of unconscious assumptions and biases. However, it is also interesting to point out their conclusion, that is, the fact that these benefits cannot be obtained just by adding different people to a homogeneous group; instead of that, previous efforts and preparation must be developed in order to get positive results. Another study related to this one, is that by Butcher (2015) who reinforces the significance of diversity in learning contexts making use of two recent research studies. According to the first study whose main investigator was Kristin Kainz, director of statistics at the Frank Porter Graham Child Development Institute at the University of North Carolina, researchers compare the reading

scores of first graders in racially segregated and racially-diverse schools. They found that African American students got higher marks at schools with a more diverse atmosphere. Kainz suggested that one of the main reasons could be that schools with diverse students had better resources and more experienced teachers. The second study that Butcher presents was conducted by researchers at two Ohio universities. This study centres on segregation of students taking into account abilities instead of racial or ethnic differences. The main focus is oral language. The result of this study may be summarized in a simple idea: those children who attended inclusive classrooms took advantage of the presence of those children with strong oral abilities. On the other hand, the children that presented more facilities when using the oral language did not suffer any language set-backs. As a conclusion, we could state that both studies presented by Butcher show the importance of having a diverse atmosphere in class: racial/ethnic diversity, socio-economic diversity or diverse abilities.

Moreover, legislation must be also taken into account. For example, in the 1950s, the situation of the United States regarding education was influenced by the United States Supreme Court *Brown v. Board of Education*'s decision which declared that the separation of black and white students caused equality differences. Some years later, this idea was reinforced with the "Coleman Report", by the American sociologist, theorist and empirical researcher James Samuel Coleman. He explained that socioeconomic school integration could help to improve academic achievement. In the work "*Coleman Report Set the Standard for the Study of Public Education*", his author Dickinson (2016) shows one of Coleman's reports focused on the analysis of the educational system of that period and the importance of diversity to achieve better results. However, nowadays those results are not really good. In her book *In Brown's Wake: Legacies of America's Educational Landmark*", Minow (2010) focuses on the long-term consequences of *Brown v. Board of Education*. According to her, integration in schools is not completely achieved despite the benefits that this integration can provide: higher academic results, reduced stereotypes, social abilities, empathy, development of cultural and creative skills, etc. On the other hand, she also exposes the most successful consequences of *Brown v. Board of Education*, such as gender equality in public schools or the acceptance of students with disabilities.

Nowadays, this matter is getting more and more relevant in our schools and teachers are a key element in this topic. They must take advantage of this diversity and make use of different resources to enrich the classroom. Immigrants, gipsy students or disabled students

bring opportunities which must be developed from a didactic point of view. Teachers could create activities and tasks that reinforce other cultures and languages. However, we may also find negative consequences in the coexistence of different cultures. The main one is the possible conflicts that may occur among students if they own racist ideas. The role of the teacher is, therefore, really important to solve these problems and to avoid the appearance of them. In order to prevent this situation, educators must create an appropriate atmosphere in the class. As Lynch (2012) points out, we may notice how this complex task may be achieved. The main reason of students' reactions against diversity is comfort, that is, for most people interacting with familiar people, ideas or lifestyles is more comfortable than facing diversity. The role of teachers is to show a different perspective: "Such a viewpoint can be taught by promoting a culture of learning from one another rather than a culture of passing judgment on differences in values and beliefs" (Lynch, 2012). This reality could be reached by means of a wide range of activities:

Showing students everyday photographs of people of different ethnicities, shapes, sizes, and garb gives students the opportunity to see people that look very different from themselves and their family engaging in the same types of activities that they and their family participate in; this activity can help humanize types of people that a student has never had an opportunity to interact with personally. Welcoming guest speakers into the class that hail from differing backgrounds and have all made a positive contribution to important fields can also help dispel any preconceived notions that students might possess about the relative competence and value of people from different cultures. (Lynch, 2012)

Another point that teachers could take into account to get a pleasant atmosphere in class is the decoration itself. For example, walls could be used to display posters in which students can appreciate non-stereotypical ideas; world maps to mark students' countries of origin; words and sentences from different languages, etc. Garibay (2015) focuses on this topic in his article "*Creating a Positive Classroom Climate for Diversity*". According to him, the role of teachers is essential for the development of any student in an educational context.

Students bring their own multiple social group identities to the learning environment. These identities can include, but are not limited to, gender, race/ethnicity, immigration status, sexual orientation, dis/ability, age, socioeconomic status, and religion. The broader society has defined, ascribed meaning, and given status and power to these

identities (Johnson, 2005; Omi and Winant, 1994; Tatum, 2000). Since they can shape the experiences of students within classrooms, it is critical for professors to understand these various social identities in order to actively develop inclusive learning environments for all students. (Garibay, 2015)

Hence, the teacher must consider these different social groups in order to create inclusive learning environments for all students. For this author classroom climates are really important and he reinforces the idea exposed by DeSurra and Church (1994), that is, the identification of two sets of oppositions which characterize classroom climates: marginalizing vs. centralizing and explicit vs. implicit. On the one hand, explicitly marginalized climates are those which are noticed as discriminatory. In this context we can find some person or a group of people who tend to marginalize another person from the same group in an open way. On the contrary, implicitly marginalizing climates also exclude a person from a specific group but in a subtle way. Following DeSurra and Church's studies implicitly marginalizing climates are the most common ones in the classrooms. On the other hand, implicitly centralizing climates are "those where unplanned responses that validate alternative perspectives and experiences occur" (Garibay, 2015). In explicitly centralizing classrooms "marginalized groups and perspective are both validated in spontaneous discussions and are intentionally and overtly integrated into the content" (Garibay, 2015). In general, both contexts promote students' process of learning. Finally, we must conclude stating that these authors try to show different ways of creating an appropriate climate for classrooms in which ethnic diversity is a reality. Teachers must express the importance of diversity and apply this idea from the very beginning of the academic year.

There are different social groups that may be considered as intercultural diverse because of their own nature. One of them could be a minority group as it is the gipsy society. They should be highlighted in this study because of its specific relation to education. In general, during several years we have noticed a relative clash between education and gipsy students. This group of people in Spain is still facing disadvantages regarding education, even in some occasions, they suffer social exclusion. In general, their level of education is rather lower than that of the majority society. However, this situation is changing little by little thanks to the attention to cultural diversity programmes. Gipsy parents and children's attitude towards education must be also taken into account. Although school attendance has improved during the last years, there is still a lack of attendance continuity and effort. Another fact that

affects the relation between gipsy society and education is their work activity. Most children must help their parents with their jobs (in most cases, street trading) and they need to move from one city to another or to take care of the younger children of the family. The consequence of this situation is absenteeism. Absenteeism is not only caused by the economic situation of the family but because of a group of different factors: lack of familiar support, lack of interest and motivation, etc.

Following the data provided by the *Fundación Secretariado Gitano*, we may include two statistics tables with information about the age of school dropout of gipsy students and the level in which this school dropout took place.

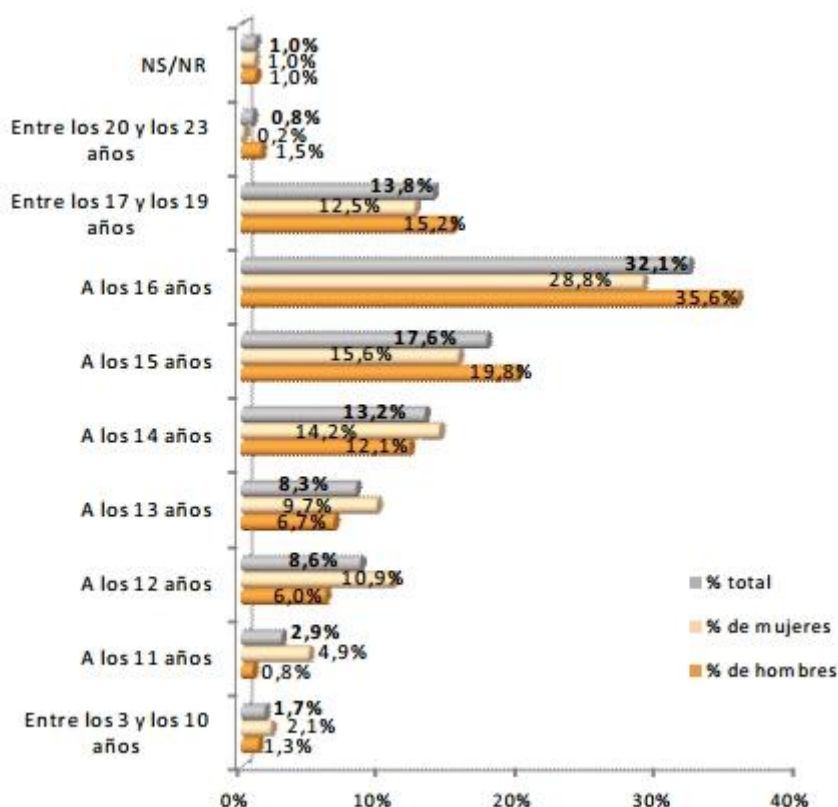


Chart 1. Gipsy students' age of school dropout ("*El alumnado gitano en secundaria. Un estudio comparado*". *Fundación Secretariado Gitano*)

		% de hombres	% de mujeres	% de personas
Educación Primaria	Primer curso	0,2%	0,0%	0,1%
	Segundo curso	0,2%	0,0%	0,1%
	Tercer curso	0,0%	0,2%	0,1%
	Cuarto curso	0,2%	1,0%	0,6%
	Quinto curso	1,0%	2,7%	1,9%
	Sexto curso	7,2%	14,8%	11,1%
	NS/NR	0,2%	0,2%	0,2%
ESO	Primer curso	15,2%	15,4%	15,3%
	Segundo curso	32,4%	29,7%	31,0%
	Tercer curso	17,0%	11,8%	14,3%
	Cuarto curso	13,1%	12,5%	12,8%
	NS/NR	0,4%	0,8%	0,6%
PCPI	Primer curso	2,3%	1,3%	1,8%
	Segundo curso	0,6%	1,2%	0,9%
	NS/NR	0,8%	0,0%	0,4%
C. F. Grado Medio	Primer curso	2,3%	1,5%	1,9%
	Segundo curso	1,2%	1,5%	1,4%
	NS/NR	0,4%	1,0%	0,7%
Bachillerato	Primer curso	1,0%	1,9%	1,5%
	Segundo curso	0,6%	0,2%	0,4%
	NS/NR	0,2%	0,0%	0,1%
C. F. Grado Superior	Primer curso	0,0%	0,2%	0,1%
	Segundo curso	0,2%	0,0%	0,1%
	NS/NR	0,2%	0,0%	0,1%
Enseñanza Universitaria	Primer curso	0,4%	0,0%	0,2%
	Segundo curso	0,2%	0,0%	0,1%
NS/NR		2,3%	2,1%	2,2%
Total		100,0%	100,0%	100,0%

Table 2. Level in which the school dropout takes place (*"El alumnado gitano en secundaria. Un estudio comparado"*. Fundación Secretariado Gitano)

However, the Spanish gipsy community is experiencing an important process of change and transformation nowadays. There are changes in several aspects, including traditions, lifestyles, and familiar and social structures. According to an article published in *The New York Times*, "In Spain, Gypsies Find Easier Path to Integration" by Daley and Minder (2010), the gypsies' situation in Spain regarding education is different from the situation in other countries. Throughout Europe, gypsies have a worse reputation than in Spain and that is reflected in some aspects of the educational system, like the places that gipsy children occupy in schools (for instance, they are sometimes relegated to classes for the mentally handicapped). Although in Spain there are still some problems related to this issue, government programs have helped to improve gypsies' situation. Spain has become a role model for other European countries such as Romania, Bulgaria or Hungary. Some experts

state that the secret of this success is the fact of giving gipsy families access to housing and jobs, instead of concentrating too much on other issues such as prejudice or political rights.

Other groups that may occupy part of my study are the male/female roles and the disabled people. There are several studies that have worked on these groups of people and their relation to educational environments. For instance, we should mention Parker and Pederzini's (1999) research, titled "Gender Differences in Education in Mexico". These authors established two main goals: analyzing the possible factors that influence education of boys and girls in Mexico (effects of family, economy, schooling supply effects, government programs, etc), and concentrating on gender differences and its effects on education. After the development of this study, some significant results were obtained. The main one is the idea that gender differences in education has fallen substantially during the last thirty years. However, there are still some aspects that should be faced to get improvements in gender equality. For instance, regarding attendance, girls tend to attend school less than boys by the age of twelve. Another publication which critically deals with this topic is that conducted by Krischer (2012), "Single-Sex Public Schools Increases Sexism – Not Learning" published by the news and opinion website "Huffpost". It focuses on this topic from a different perspective and its author highlights a new educational trend in the United States, that is, gender separation. The reason of establishing this gender separation is because of the different learning styles of boys and girls, and also to avoid distractions such as flirting. Krischer refuses this idea and defends inclusion: "Wouldn't it make more sense that schools employ an inclusion learning system based on performance as opposed to gender if they are truly concerned and dedicated the varying levels of learning" or "The beauty of the inclusion learning is that it's collaborative – group learning is encouraged because the kids learn from each other".

On the other hand, the situation of disabled people in educational contexts and the possible vicissitudes that they could find has been also covered by some authors. For example, Lawson (2011) developed a research study "Disability as a Cultural Identity" where he presents disability as a positive aspect since it creates positive cultural identity. Inclusive education schools are a good choice for these students in order to promote disabled identity. In this study the concept of disability is seen as a distinct culture and identity, and, on the other hand, there is also a discussion about the role of education in the context of culture. Presser (2015) also concentrates on this topic in his article "College Programs for Students

with Disabilities are ‘Changing Cultures’”. He presents two universities which give disabled students opportunities to be integrated, the University of Illinois Urbana- Champaign and the University of Central Missouri. For example, in the former university there is a specific program, Beckwith Residential Support Services program, which is changing the situation of disabled people regarding education. Programs like this one are not only improving disabled students’ lifestyles but also creating new points of views and opinions about the relation between the concepts of disability and education.

As we have already noticed, “Students’ attitudes towards intercultural diversity” have been the central topic of a great amount of researches during the last decades. For that reason, our study could be related to prior researches by other authors. It is highly important to read and analyse them in order to have an initial idea about this issue in other contexts and circumstances.

One of the most significant current discussions in the field of education is the conflicts among students which may cause different problems, such as bullying. Recent studies have already focused on this aspect. Ruggs et alii (2012) examine the different ways of getting greater diversity, inclusion, and cultural awareness in the classroom, and they specifically centre on diversity regarding gender and race. According to them, the current education system still lacks tools and solutions to solve the problem of diversity in the classroom:

Although the education system is becoming more diverse, students who come from stigmatized groups (e.g., groups that are the target of negative stereotypes, prejudice, and discrimination) still perceive barriers to education. These perceptions may be the result of both actual differences in the treatment of students in the classroom and the inability of educators to understand students and be sensitive to and inclusive in teaching styles and content. (Ruggs et alii, 2012)

Consequently, it is essential to focus on the role of teachers, that is, in their ability to understand students’ specific situations and adapt their teaching styles and content. In this study there are some strategies created for educators to face diversity in a correct way. These strategies are the following ones: showing role models and diverse examples, explaining the benefits of diversity to educators, and providing professional development in diversity and

cultural awareness. On the other hand, this study shows the methods used by teachers to deal with diversity in the classrooms: involving students in active learning, organizing diverse educational topics and tasks, engaging students in group activities in which diversity may be noticed, creating spaces in which stereotypes are not present, etc.

Therefore, we must state that this study presents three main ideas that will be the focus of attention of this research. On the one hand, the concept of integration, which according to these authors, is essential to achieve equality in the classroom. On the other hand, there is a presentation of negative effects that students could suffer. And, finally, some research-tested strategies are exposed to accomplish the goal of greater diversity.

This topic is also discussed and examined in Pasque et alii (2013). In this case, the authors explore racial diversity in the classroom. In order to do this, they prepare interviews with 66 teachers of different races and ethnicities, genders and disciplines. In these interviews they concentrate on different issues such as minimizing possible conflicts, reacting in a positive way if there was a conflict in order to calm the situation, designing activities to avoid conflicts, normalizing the coexistence of different races in the classroom, etc. On the other hand, as we have noticed in the previous study, in this research there are also strategies and methods to improve teachers' ability to work in these contexts.

The study is based on a constructivist-ground theory approach, that is, the researcher works in a subjective and context-specific manner. Participants of different races, ethnicities and gender across the natural sciences, social sciences and humanities are interviewed. They include 34 men and 32 women. 20 of them are African American, 14 Asian or Asian American, 8 Latino/a, 4 Native American, 2 Arab American and 18 White. Regarding their studies, we should point out the following distribution: 19 taught in the humanities, 25 in the social sciences and 22 in the natural sciences. The results of this study could be summarized in five major themes according to educators' reaction. The first group of participants stated that there were no problems in their classrooms. We could define them as "not in my classroom". Meanwhile, the second group avoided the problems, that is, teachers tried to avoid or gave less importance to the possible conflicts. They must be classified with the label "let's not make a scene: avoidance and minimization". The third aspect that must be highlighted is the fact that teachers tried to control the conflict by stopping it or with authoritative methods of teaching, in other words, "taking control: defuse, distract, and

divert”. The fourth point is that some teachers stated that they could take advantage of the conflicts in a productive manner for students: “reactive usage: turning overt conflict into a learning opportunity”, And finally, the idea of “proactive usage: surfacing underlying or covert conflicts for learning”, that is, some educators planned ways to engage students in a dialogue which could help them to learn from the conflict. In general terms, this study recognizes that both controlling and ignoring classroom conflicts may have similar effects (positive and negative). Therefore, the solution to conflicts in the classroom depends on the nature of the conflict itself.

Finally, I would like to mention another study by Carr and Klassen (1997). The reason of choosing this research is to observe that diversity in the classroom is not a current issue but it has existed for years. This study focuses on the educational system of Toronto and the research question is “What are the views of racial minority and White teachers, and how do these affect the implementation of antiracist education?” This research was very complex and it was aimed at a great number of participants. The methods that were used were the following ones: a random sample questionnaire for 352 secondary school teachers, a targeted questionnaire for 119 racial minority teachers, and interviews with 22 racial minority teachers. The findings of this research show five aspects that describe the main differences between white and racial minority teachers: views on antiracist education, support for employment equity, racial minority teachers as role models, principals’ role in antiracist education, and the treatment of racial minority teachers.

As we may notice, in order to have a wider view of the situation of diversity in schools I have chosen two studies that centre on diversity regarding teachers too, and not only centred on students (Pasque et alii, 2013 and Carr et alii, 1997). Taking into account all these previous studies, we will concentrate on the possible conflicts and classroom atmosphere of a specific group of students that is characterized by its intercultural diversity (4th year of Compulsory Secondary Education students).

5. METHODOLOGY

5.1. Research Design

This study has been developed using a quasi-experimental pre-test / post-test design for a specific group of students. The researcher must follow three steps in order to cover the realisation of this design: (a) previous measuring of the dependent variable to be studied (pre-test); (b) introduction or application of the independent or experimental variable X to the members of the group; and, (c) a new measuring of the dependent variable of the participants (post-test).

If we outline all this information, we will get the following table (Moreno, 2000):

Pre-test Independent VariablePost- test		
T1	X	T2

In the design of our intervention project, the dependent variables are the students' attitudes towards intercultural diversity, and the independent ones are those sessions in which students will work in order to acquire a positive attitude about diversity. The time of data collection has been from January to April (2017), for that reason this study could be considered a longitudinal one.

Moreover, if we focus on the general framework, we must say that this research is a practical one because it has been applied to a specific high school in Andalusia, I.E.S. San Jerónimo. This high school is located in the northern area of Seville, just in the popular neighbourhood "San Jerónimo". It is a relatively new institution since it was inaugurated in 2007. This high school offers different educational courses: Compulsory Secondary Education, Post Compulsory Secondary Education, and different courses related to Vocational Training. This institution has undergone some changes during the last years. The most significant change is the implantation of the ICT School 2.0.; thanks to this, students have the possibility of using a great variety of materials such as: computers, digital whiteboards or projectors. This material is very useful for the subject of English, and they are used in order to create a more motivating and attractive atmosphere in class. Another aspect that we must point out is that this school is characterized by the great ethnic variety that coexists in its classroom: gipsy students and students from different countries (Colombia, Argentina Ecuador, Dominican Republic, Germany, Morocco, etc).

5.2. Sample / Participants

Regarding participants, we must specify that we are going to work with a group of students from the 4th year of Compulsory Secondary Education of the IES San Jerónimo (Seville). There are 55 students at this level that are distributed into three groups. The group that will be taken for our study is composed by 18 students: 10 girls and 8 boys. This group is characterized by its heterogeneity and there are some differences with respect to culture and knowledge. There are three immigrants from Dominican Republic, Ecuador and Morocco. Moreover, there are also two gipsy students. Adapted material and specific needs of educational support are used with these students in order to contribute to their education and adaptation. Apart from these students characterized by their ethnic diversity, I would like to point out the features of the rest of participants. On the one hand, there is a boy with an uncommon disorder: mutism. It is a disorder which prevents children from speaking and communicating with other people. Different measures will be used to facilitate him his work in class. On the other hand, there are two students who have retaken some courses and whose level is lower than the rest of students. On the contrary, there are also some students with a higher level of English, since they have been attending some private language schools for years. They will be provided with extra-material as well.

5.3. Research Tools

Two types of instruments have been used in this research: an attitudinal scale and observation. However, before working with these instruments we need to validate them. Two processes are used in order to cover this aspect. On the one hand, we will focus on the expert ratings approach. In order to do this, we have needed the presence of other experts on the subject (2 experts)¹ who have contributed to this validation with their opinions and comments. And, on the other hand, we have taken a pilot study that has focused on the 18 students. The results have allowed us to calculate different aspects that prove the quality and reliability of our instruments.

¹The experts who have validated our instruments have been Dr. Gallardo Saborido, and Dr. Gallardo Vázquez

5.3.1. Attitude Scale

The attitude scale is an instrument composed by 24 items that include a level indicator of the different attitudes that students could show towards the information provided in the items. They focus on different aspects related to diversity: ethnic differences, gender differences, and disabled people. They are organized in four groups composed by six items. The first six items are statements related to immigrants; items 7-12 focus on gipsy people; items 13-18 concentrate on gender differences; and items 19-24 cover the situation of disabled people.

This scale is completed individually by each student (18 students) as a questionnaire. This test presents 24 statements and students must mark their level of satisfaction following a numbered scale from 1 to 4 (1 = Very positive; 2 = Positive; 3 = Negative; 4 = Very negative). The available time for the completion of this questionnaire is 15-20 minutes approximately.

When this instrument was being validated, experts observed that some of the items of the attitude scale were presented in an inverted manner. These items are numbers 1, 4, 5, 6, 8, 10, 11, 12, 13, 14, 15, 17, 19, 22 and 24.

5.3.2. Observation

Observation is an instrument that allowed us to know the characteristics and actions that took place in the group that was the object of analysis. It is an interactive system since it requires the presence of the researcher in the situations and contexts that he/she must observe.

Regarding the data collection and instruments, we must state that there are field notes taken from the observations that were used during the sessions where the students of our group of 4th CSE worked.

5.4. Sessions

5.4.1. Session 1. Akram, Donny, María, Jenssy... They all are my friends!

The focus of attention of this session is immigration.

Objectives:

- Knowing immigrant people's main reasons to leave their country and start a new life in another place.
- Analysing and reflecting on their opinions about immigration.
- Developing positive strategies to solve possible conflicts.

Methodology:

Before specifying any methodological approach, it is important to state that during this session, we will take into account students' previous knowledge. In order to get a general idea about students' familiarity and general knowledge with the topic to be dealt, an initial evaluation activity will be worked at the beginning of the session. After this, the main didactic approach used in class will be the communicative one, although it will not be the unique approach since our lessons are always based on a mixture of different approaches (affective-humanistic approach, cognitive approach...) depending on the students' characteristics and necessities. We will use the L2 for most situations although I have to say that their mother tongue will be also used to clarify some doubts or to give important information.

All the activities must be flexible in time and must allow students to work not only individually but also in pairs and groups, facilitating interaction among them. Their work will be planned taken into account the objectives and new technologies are constantly used in class, above all, the interactive whiteboard which has become an essential tool for our subject.

Apart from working on the specific objectives of this session, the main role of the teacher is that of facilitator, helping students to produce oral messages and avoid negative psychological effects on them, such as the "affective filter" according to Krashen's "monitor model" (Lightbown and Spada, 2011). A familiar and pleasant atmosphere could facilitate oral communication in the L2.

Lastly, we must mention the current concepts of scenarios and modes of thinking which have become very important in education. On the one hand, learning scenarios can be defined as relatively abstract descriptions of learning and teaching experience describing the interactions of the learners and teachers with each other, tools and resources, the learning context and environment, etc. There are three types of scenarios and they will be covered during this session: primary (familiar and personal; e.g. students' own opinion about

immigration), secondary (school and its community; the group of 4th year CSE and all the students that attend the IES San Jerónimo and are characterized by their intercultural diversity) and tertiary (social context; e.g. students' neighbourhood where there is a high percentage of immigrant people).

On the other hand, the different modes of thinking of students will be also taken into account. De Boer and Bothman (2003) stated that there is a distribution of modes of thinking in the classrooms. Considering students' modes of thinking when designing educational activities could help students develop their full potential to improve academic achievement. In this session different modes of thinking will be distinguished and worked: analytical, logical, practical and reflective. Each student is characterized by one or more modes of thinking different to the rest of classmates. So, we must cover all the types of modes of thinking to a great extent with activities as varied as possible.

Resources:

- Interactive whiteboard.
- Computer.
- Projector.

Timing:

- Sixty minutes.

Comments:

Before developing this session, it is recommended to clarify the meaning of the following terms: migration, emigration and immigration.

- Migration: "Movement of people to a new area or country in order to find work or better living conditions". (*English Oxford Living Dictionaries*).
- Emigration: "The act of leaving one's own country to settle permanently in another; moving abroad". (*English Oxford Living Dictionaries*).
- Immigration: "The action of coming to live permanently in a foreign country". (*English Oxford Living Dictionaries*).

FIELD NOTES

Session 1. Akram, Donny, María, Jenssy... They all are my friends!

Date: 11/01/2017

Timing: Sixty minutes (9.15 - 10.15 a.m.)

Description:

The session started with the explanation of the terms “migration”, “emigration” and “immigration”; and some current examples of these concepts were exposed.

After this, we checked students’ previous knowledge about immigration. They were asked different questions such as “Why do you think immigrant people leave their country and come to Spain?” or “How could they feel when they must leave their families and look for a new life in a foreign country?”.

Once, we checked the previous knowledge of students, we watched a video taken from YouTube: “Surviving Valencia: Insight into the Life of a Migrant” (duration: 5:29 min.). This video showed the current situation of Malick Apeiro Sene, an immigrant man who was born in Senegal (Africa) and has lived in Spain for eight years. This video concentrated on all angles of the immigration problem in Valencia, from the immigrant’s sad story to the officials and local leaders’ opinions.

After watching this video, we developed a debate about their perceptions and opinions. I paid special emphasis on those students who had previously shown a more negative attitude towards immigrants in order to improve their viewpoints. We tried to use the L2 as much as possible although it was inevitably that some students used the L1 sometimes.

Finally, the three immigrant students (from Dominican Republic, Ecuador and Morocco) suggested that they would like to share their own experiences. The rest of students paid a lot of attention and they even asked them some questions.

From this session, most students agreed that everybody was equal and the fact of being immigrant did not matter. However, there were still two students who did not share this opinion and exposed their refusal of immigrants.

5.4.2. Session 2. Gipsy Culture.

The focus of attention of this session is gipsy culture.

Objectives:

- Knowing some cultural aspects of the gipsy ethnic.
- Reflecting on our opinion about this minority group.
- Developing positive strategies to solve possible conflicts.

Methodology:

In general, this session will follow the same methodology as the previous one. As we have already mentioned, we will check our students' previous knowledge about the situation of gipsy people and some features of their culture. Our main approach will be the communicative one since we will promote the use of the L2 in class.

We will have sixty minutes for the development of this session although we must be flexible in time. Students will work different activities following the objectives that have been previously exposed. In order to cover these activities, we will make use of some new technologies (interactive whiteboard, projector, and computer) which are really important for the development of our students' digital competence.

The main role of the teacher is that of facilitator, helping students to produce oral messages and avoid negative psychological effects on them. A familiar and pleasant atmosphere could facilitate oral communication in the L2. The teacher will try to improve students' general perceptions about this ethnic minority.

Finally, we will also covered the three learning scenarios: primary (familiar and personal; e.g. students' own opinion about this minority group), secondary (school and its community; the group of 4th year CSE and all the students that attend the IES San Jerónimo and are characterized by their intercultural diversity) and tertiary (social context; e.g. students' neighbourhood where there is a high percentage of gipsy people). Regarding the modes of thinking, in this lesson we will take special attention to the analytical, critical and reflective ones.

Resources:

- Interactive whiteboard.
- Whiteboard.
- Computer.
- Projector.
- Reading text.
- Notebooks and pens.

Timing:

- Sixty minutes.

FIELD NOTES**Session 2: Gipsy Culture.**

Date: 08/02/2017

Timing: Sixty minutes (9.15 - 10.15 a.m.)

Description:

This session was organized in order to give my students the opportunity of choosing in which feature of the gipsy society they would like to centre. For that reason, we started this session with a brainstorming activity. I asked them to write down different aspects that they found interesting about gipsy people.

Once they wrote down their answers, I asked them to give me the options. I wrote them on the whiteboard. The answers were: education, marriage, patriarchy, importance of family, jobs (street trading) and art. We talked briefly about each of these topics and then, they had to choose one of them. Most of the students chose the topic of marriage.

At home I had previously prepared some reading texts about the most interesting features that characterize the gipsy ethnic. Therefore, after students' choice I took the reading text related to marriage and we worked on it using the interactive whiteboard. Once we read the text and saw some pictures, we discussed about the main characteristics of gipsy weddings in Spain.

The session finished with the personal experiences of the two gipsy students about their families' customs.

5.4.3. Session 3. Who is a man, and who is a woman? Are we not one?

The focus of attention of this session is gender equality.

Objectives:

- Acquiring a conscience about the current situation of gender differences.
- Reflecting on this problem.
- Rejecting any possible sexist ideas.

Methodology:

Like in the other sessions we will follow a similar methodology. In order to avoid the repetition of the same methods that are followed, we will summarize the main aspects into the different points:

- Checking students' previous knowledge.
- Communicative approach.
- Flexibility in the development of activities.
- Role of the teacher: facilitator.
- Scenarios: primary (familiar and personal; e.g. students' own opinion about gender equality), secondary (school and its community; the group of 4th year CSE and all the students that attend the IES San Jerónimo) and tertiary (social context; e.g. current society that influence these students' opinions about gender equality).
- Modes of thinking: Analytical, creative, critical, logical, practical and reflective.

Resources:

- Two actors and two actresses (Ayuntamiento de Sevilla).

Timing:

- Ninety minutes.

Comments:

Before developing this session the actors and actresses will briefly define some concepts:

- Sexism: Prejudice, stereotyping, or discrimination on the basis of sex. (English Oxford Living Dictionaries).

- Male chauvinism: Male prejudice against women; the belief that men are superior in terms of ability, intelligence, etc. (English Oxford Living Dictionaries).
- Female chauvinist: A female who patronizes, disparages, or otherwise denigrates males in the belief that they are inferior to females and thus deserving of less than equal treatment or benefit. (Dictionary.com)
- Feminism: The advocacy of women's rights on the ground of the equality of the sexes. (English Oxford Living Dictionaries).

FIELD NOTES

Session 3. Who is a man, and who is a woman? Are we not one?

Date: 08/03/2017 (International Women's Day)

Timing: Ninety minutes (10.15 - 11.45 a.m.)

Description:

This activity took place during the International Women's Day. For its development we had at our disposal the presence of two actors and two actresses who came from the *Servicio de la Mujer (Ayuntamiento de Sevilla)*.

These actors and actresses played different scenes using the L2 in which they showed gender inequality problems. The scenes were interrupted and students had to comment the situation exposed and what solutions they could take. When they decided a possible solution, some students played a new scene.

We must state that it was a really interesting and motivating activity in which the level of students' participation was high.

5.4.4.Session 4. No barriers for disabled people!

The focus of attention of this session is disabled people.

Objectives:

- Knowing different types of disabilities.
- Knowing architectural and personal barriers that disabled people must face every day.
- Analysing and reflecting on their opinions about disabled people.

-Developing some ideas to eliminate disabled people's barriers.

Methodology:

The methods used in this session are summarized into the following points:

- Checking students' previous knowledge.
- Communicative approach.
- Flexibility in the development of activities.
- Use of new technologies.
- Role of the teacher: facilitator.
- Scenarios: primary (familiar and personal; e.g. students' own opinion about disabled people), secondary (school and its community; the group of 4th year CSE and all the students that attend the IES San Jerónimo) and tertiary (social context; e.g. the neighbourhood where this session will take place).
- Modes of thinking: Analytical, critical, logical, practical and reflective.

Resources:

- The presence of José Luis Carrascoso, a boy with Down Syndrome. He is 36 years old and he lives in Arahal, a town near Seville. When he was 29 years old, he decided to restart his studies, and he enrolled in an adult education center in Arahal. Once he finished these studies, he started to study foreign languages (English and French) in a language school of his town.
- Notebooks and pens.
- Computer.
- Projector.
- Interactive whiteboard.

Timing:

- Sixty minutes.

FIELD NOTES

Session 4. No barriers for disabled people!

Date: 05/04/2017

Timing: Sixty minutes (9.15 - 10.15 a.m.)

Description:

For the development of this session we had a special visit, José Luis, a boy with Down Syndrome.

Before starting the session he asked to change the distribution of the desks. Therefore, we arranged them in a semi-circle to create a more comfortable situation.

He made use of a PowerPoint presentation in which he explained his personal achievements and other aspects of his life. One of his achievements was that he was learning two foreign languages: English and French. For that reason, he used some words and expressions in English during his oral presentation. Moreover, he exposed that he was working as an office assistant. After his presentation, students asked him some questions which he tried to answer using some expressions in English.

6. DATA ANALYSIS

In this chapter the results of the attitude scale are shown as well as an analysis of these results. We will take into account gender and age in order to show the own nature of the students.

First of all, table 3 shows the distribution of the participants taking into account gender.

Distribution of students according to gender					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	8	44,4	44,4	44,4
	Female	10	55,6	55,6	100,0
	Total	18	100,0	100,0	

Table 3. Distribution of students according to gender

The sample is composed by 18 students from the high school San Jerónimo. From this sample we may identify 8 boys (44,4%) and 10 girls (55,6 %).

On the other hand, table 4 shows the distribution of students taking into account age.

Distribution of students according to age

	Frequency	Percent	Valid percent	Cumulative percent
Valid 15	6	33,3	33,3	33,3
16	10	55,6	55,6	55,6
17	2	11,1	11,1	100,0
Total	18	100,0	100,0	

Table 4. Distribution of students according to age

The 33,3% of students (6 students) are 15 years old, the 55,6% (10 students) are 16 years old, and the 11,1% (2 students) are 17 years old.

After the analysis of the students' characteristics, we will concentrate on the results obtained both in the pre-tests and in the post-tests. Table 5 shows the percentages obtained in the pre-test.

PRE-TEST				
Students' Attitude Towards Diversity				
	Very positive	Positive	Negative	Very negative
Male	-	-	50% (1)	38,88% (7)
Female	-	-	50% (1)	50% (9)
Total	-	-	11,11% (2)	88,88% (16)

Table 5. Results taken from the pre-test

After the realisation of the pre-test, we have obtained the following results. Regarding students' attitudes towards intercultural diversity, it must be underlined that there is not any student with a very positive or positive attitude. Instead of that, all the results are concentrated on negative and very negative attitude. On the one hand, the 11,11% of students (2 students: 1 boy and 1 girl) shows a negative attitude. The highest percentage is noticed in the very negative attitude, that is, 88,88% of students (16 students: 7 boys and 9 girls).

As we may notice the results that have been obtained are not very optimistic. It seems that there is certain rejection towards diversity. It is alarming the percentage of students that presents a very negative attitude.

The answers to this pre-test are summarized in table 6. This table shows a descriptive analysis of the items used in the attitude scale towards intercultural diversity and the students' reaction to each of them. In order to analyse them, we have taken into account those items which are inverted (1, 4, 5, 6, 8, 10, 11, 12, 13, 14, 15, 17, 19, 22 and 24), in the pre-test and post-test.

ITEMS	Very positive				Positive				Negative				Very negative			
	Frequency	Percent	Valid P.	Cumulative P.	Frequency	Percent	Valid P.	Cumulative P.	Frequency	Percent	Valid P.	Cumulative P.	Frequency	Percent	Valid P.	Cumulative P.
1	0	0%	0%	0%	2	11,11%	11,11%	11,11%	3	16,66%	16,66%	16,66%	13	72,22%	72,22%	72,22%
2	0	0%	0%	0%	0	0%	0%	0%	8	44,44%	44,44%	44,44%	10	55,55%	55,55%	55,55%
3	0	0%	0%	0%	0	0%	0%	0%	8	44,44%	44,44%	44,44%	10	55,55%	55,55%	55,55%
4	0	0%	0%	0%	1	5,55%	5,55%	5,55%	8	44,44%	44,44%	44,44%	9	50%	50%	50%
5	0	0%	0%	0%	2	11,11%	11,11%	11,11%	4	22,22%	22,22%	22,22%	12	66,66%	66,66%	66,66%
6	0	0%	0%	0%	2	11,11%	11,11%	11,11%	6	33,33%	33,33%	33,33%	10	55,55%	55,55%	55,55%

18	17	16	15	14	13	12	11	10	9	8	7
0	0	0	0	0	0	0	0	0	0	0	0
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2	0	2	1	4	4	1	2	0	1	0	0
11,11%	0%	11,11%	5,55%	22,22%	22,22%	5,55%	11,11%	0%	5,55%	0%	0%
11,11%	0%	11,11%	5,55%	22,22%	22,22%	5,55%	11,11%	0%	5,55%	0%	0%
11,11%	0%	11,11%	5,55%	22,22%	22,22%	5,55%	11,11%	0%	5,55%	0%	0%
8	5	6	3	4	7	5	5	6	5	9	5
44,44%	27,77%	33,33%	16,66%	22,22%	38,88%	27,77%	27,77%	33,33%	27,77%	50%	27,77%
44,44%	27,77%	33,33%	16,66%	22,22%	38,88%	27,77%	27,77%	33,33%	27,77%	50%	27,77%
44,44%	27,77%	33,33%	16,66%	22,22%	38,88%	27,77%	27,77%	33,33%	27,77%	50%	27,77%
8	13	10	14	10	7	12	11	12	12	9	13
44,44%	72,22%	55,55%	77,77%	55,55%	38,88%	66,66%	61,11%	66,66%	66,66%	50%	72,22%
44,44%	72,22%	55,55%	77,77%	55,55%	38,88%	66,66%	61,11%	66,66%	66,66%	50%	72,22%
44,44%	72,22%	55,55%	77,77%	55,55%	38,88%	66,66%	61,11%	66,66%	66,66%	50%	72,22%

19	0	0	0	0	0	0	0	0	6	33,33%	33,33%	33,33%	12	66,66%	66,66%	66,66%
20	0	0	0	0	0	0	0	0	8	44,44%	44,44%	44,44%	10	55,55%	55,55%	55,55%
21	0	0	0	0	2	11,11%	11,11%	11,11%	6	33,33%	33,33%	33,33%	10	55,55%	55,55%	55,55%
22	0	0	0	0	0	0	0	0	8	44,44%	44,44%	44,44%	10	55,55%	55,55%	55,55%
23	0	0	0	0	1	5,55%	5,55%	5,55%	8	44,44%	44,44%	44,44%	9	50%	50%	50%
24	0	0	0	0	1	5,55%	5,55%	5,55%	8	44,44%	44,44%	44,44%	9	50%	50%	50%

Table 6. Descriptive analysis of the items used in the pre-test

From the study of these items, more precise data may be acquired regarding students' opinion and attitude with respect to the four blocks analysed: immigrants, gipsy ethnic, gender differences and disabled people. From the first group (items 1-6), students show a more negative attitude to item number 1 (*People that come from other countries take our jobs*) and a more positive view to item 6 (*All Muslims are very male chauvinist*). The results obtained in group 2 are the following ones: more negative attitude (item 7, *I would accept a gipsy student in my flat*) and more positive attitude (items 8 and 11, *I would feel uncomfortable in a restaurant where most people belonged to the gipsy ethnic* and *My parents would not visit me if I lived in a neighbourhood where many gipsy people live*). In group 3, the item that exposes a more negative perception is number 15 (*When we have to make groups in class I try to join a group of my same gender*); in contrast to number 13, that indicates a more positive attitude (*Most of my friends think that women do housework in a better way*). Finally, in group 4 we may notice these results: more negative view (item 19, *I would go to a club although one of my friend with any disability (he needs a wheelchair, Down syndrome, blind) was forbidden to go into it*) and more positive views (items 21, 23 and 24, *I would like*

to help a blind classmate to translate our class notes during my free time, I would like to participate as a volunteer in an association that worked with disabled people and My classmates would not like to meet a disabled person to study for an exam (Down syndrome, blind, deaf)).

Once we have analysed the data from the pre-test and after the development of four sessions designed to improve students' attitudes towards intercultural diversity, we have obtained the following results in the post-test.

POST-TEST				
Students' Attitude Towards Diversity				
	Very positive	Positive	Negative	Very negative
Male	50% (1)	33,33% (6)	50%(1)	-
Female	50% (1)	44,44% (8)	50% (1)	-
Total	11,11% (2)	77,77% (14)	11,11% (2)	-

Table 7. Results taken from the post-test

The results that have been acquired after the development of these four sessions show significant improvements regarding students' ideas. On the one hand, in this scale we can find 2 students who show a very positive attitude (11%: 1 boy and 1 girl) while in the previous test there was no any student with this perception. The results taken from the next section (positive attitude) have also improved in a considerable extent since in the post-test there is a 77,77% of students (14 students: 6 boys and 8 girls); in contrast to the 0% obtained in the pre-test. Regarding negative attitude, the percentage is the same as in the pre-test (11,11% - 2 students; 1 boy and 1 girl). And finally, there is an important decrease in the percentage regarding very negative attitude since in the pre-test the result was 88,88% (16 students) and now there is no any student who express this really negative attitude.

Table 8 presents in a more accurate way the results obtained in the post-test regarding each item and the students' answers.

ITEMS	Very positive				Positive				Negative				Very negative					
		Frequency	Percent	Valid P.	Cumulative P.	Frequency	Percent	Valid P.	Cumulative P.	Frequency	Percent	Valid P.	Cumulative P.	Frequency	Percent	Valid P.	Cumulative P.	
		1	1	5,55%	5,55%	5,55%	10	55,55%	55,55%	55,55%	7	38,88%	38,88%	38,88%	0	0%	0%	0%
		2	1	5,55%	5,55%	5,55%	10	55,55%	55,55%	55,55%	7	38,88%	38,88%	38,88%	0	0%	0%	0%
		3	1	5,55%	5,55%	5,55%	12	66,66%	66,66%	66,66%	5	27,77%	27,77%	27,77%	0	0%	0%	0%
4	2	11,11%	11,11%	11,11%	9	50%	50%	50%	7	38,88%	38,88%	38,88%	0	0%	0%	0%		
5	1	5,55%	5,55%	5,55%	9	50%	50%	50%	8	44,44%	44,44%	44,44%	0	0%	0%	0%		
6	3	16,66%	16,66%	16,66%	10	55,55%	55,55%	55,55%	5	27,77%	27,77%	27,77%	0	0%	0%	0%		
7	2	11,11%	11,11%	11,11%	11	61,11%	61,11%	61,11%	5	27,77%	27,77%	27,77%	0	0%	0%	0%		
8	3	16,66%	16,66%	16,66%	11	61,11%	61,11%	61,11%	4	22,22%	22,22%	22,22%	0	0%	0%	0%		
9	2	11,11%	11,11%	11,11%	11	61,11%	61,11%	61,11%	5	27,77%	27,77%	27,77%	0	0%	0%	0%		

21	20	19	18	17	16	15	14	13	12	11	10
2	2	1	3	2	3	5	4	7	5	5	3
11,11%	11,11%	5,55%	16,66%	11,11%	16,66%	27,77%	22,22%	38,88%	27,77%	27,77%	16,66%
11,11%	11,11%	5,55%	16,66%	11,11%	16,66%	27,77%	22,22%	38,88%	27,77%	27,77%	16,66%
11,11%	11,11%	5,55%	16,66%	11,11%	16,66%	27,77%	22,22%	38,88%	27,77%	27,77%	16,66%
9	11	11	10	10	11	5	8	8	9	8	14
50%	61,11%	61,11%	55,55%	55,55%	61,11%	27,77%	44,44%	44,44%	50%	44,44%	77,77%
50%	61,11%	61,11%	55,55%	55,55%	61,11%	27,77%	44,44%	44,44%	50%	44,44%	77,77%
50%	61,11%	61,11%	55,55%	55,55%	61,11%	27,77%	44,44%	44,44%	50%	44,44%	77,77%
4	5	6	5	6	4	8	6	3	4	5	1
22,22%	27,77%	33,33%	27,77%	33,33%	22,22%	44,44%	33,33%	16,66%	22,22%	27,77%	5,55%
22,22%	27,77%	33,33%	27,77%	33,33%	22,22%	44,44%	33,33%	16,66%	22,22%	27,77%	5,55%
22,22%	27,77%	33,33%	27,77%	33,33%	22,22%	44,44%	33,33%	16,66%	22,22%	27,77%	5,55%
0	0	0	0	0	0	0	0	0	0	0	0
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

22	1	5,55%	5,55%	5,55%	14	77,77%	77,77%	77,77%	3	16,66%	16,66%	16,66%	0	0%	0%	0%
23	4	22,22%	22,22%	22,22%	14	77,77%	77,77%	77,77%	0	0%	0%	0%	0	0%	0%	0%
24	2	11,11%	11,11%	11,11%	13	72,22%	72,22%	72,22%	3	16,66%	16,66%	16,66%	0	0%	0%	0%

Table 8. Descriptive analysis of the items used in the post-test

As in the case of the pre-test, more accurate information can be taken from the descriptive analysis of each of the items used in the post-test. In group 1, a more negative attitude is noticed in item 5 (*My friends would feel uncomfortable if I introduced them an immigrant classmate (Pakistani, Romanian, Peruvian)*), while a more positive attitude is observed in the perception of item 6 (*All Muslims are very male chauvinist*). Regarding group 2, we have acquired the next data: more negative opinion (items 7 and 9, *I would accept a gipsy student in my flat* and *I would not chat with a gipsy person who were next to me in the bus*) and more positive opinion (item 12, *I would feel uncomfortable if I had to seat next to a gipsy person*). From group 3, item 15 reveals a more negative perspective (*When we have to make groups in class I try to join a group of my same gender*) and items 13 and 16 a more positive one (*Most of my friends think that women do housework in a better way* and *If I lived with my boyfriend/girlfriend, I would share the housework equally*). Finally, group 4 reflects a more negative viewpoint in item 19 (*I would go to a club although one of my friend with any disability (he needs a wheelchair, Down syndrome, blind) was forbidden to go into it*) and a more positive position in item 23 (*I would like to participate as a volunteer in an association that worked with disabled people*).

After the descriptive analysis of both tests regarding each of the items, it may be noticed a great improvement as it has already been pointed out with respect to students' attitude towards intercultural relations. If we compare the results of both tests there are some similarities in the frequency of all the items following the previous distinction between more negative and more positive attitude. In group 1, the negative perception is similar in the two tests (item 6); in group 2, the positive perception is similar in the pre-test and post-test (item

7); in group 3, positive and negative perceptions are equal in both attitude scales (items 15 and 13); and, in group 4, the positive and negative perceptions are also similar in the pre-test and post-test (items 19 and 23).

7. CONCLUSION

From the objectives proposed at the beginning of this intervention project, we have reached the following conclusions. In relation to the general objective 1 that tried to elaborate a theoretical framework, we must point out different ideas. On the one hand, the fact that Spain is becoming a multicultural country due to the arrival of a great amount of immigrants and the existence of ethnic varieties. Moreover, being involved in a multicultural educational context presents both advantages and disadvantages. Regarding advantages, we must highlight the development of positive values such as freedom, respect, tolerance or equality; the exposition to different languages and cultures; higher academic results; development of empathy; development of social abilities; etc. On the other hand, this multicultural diversity may also bring negative aspects. For instance, conflicts caused by the coexistence of differences. The role of teachers is also essential in this context. They must both avoid conflicts and take advantage of this diversity to enrich their lessons. Another important idea is that related to “classroom climates” that is a concept developed by DeSurra and Church (1994). They distinguish two sets of oppositions that characterize classroom climates: marginalizing vs. centralizing, and explicit vs. implicit. On the other hand, the current situation of gipsy students in Spain is alarming. In general, their level of education is rather low and there is a tendency towards absenteeism. And finally, we should highlight that previous studies have already developed our topic from different perspectives. For example, paying special attention to diversity, inclusion and cultural awareness in the classroom; racial diversity regarding teachers; or, a study focused on the views of racial minority and the implementation of antiracist education.

With respect to the effects of the intervention project on the students’ attitudes towards intercultural diversity and following the general objective 2, which focused on the elaboration and implementation of an intervention project to improve students’ attitudes towards intercultural diversity, we must highlight the following conclusions. In general, there is certain improvement in students’ attitudes towards diversity. However, there are still some students who express a very negative and a negative attitude towards diversity. We have

noticed that they need to work their own values during more sessions because they have not fully achieved the expected results. For the development of this intervention project four sessions have been developed from January to April (2017) in which four main topics have been worked: immigrants, gypsy people, gender inequality and disabled people.

In conclusion, whenever students begin their education at a disadvantage due to any type of cultural differences, educational active measures may seek to solve that disadvantage; for instance, by providing special sessions which focus on intercultural diversity aimed at the whole group of students. We may reasonably state that positive action measures are necessary to ensure that everyone can start on an equal footing.

8. LINES FOR FUTURE RESEARCH

The lines for future research that are proposed are the following ones. On the one hand, increasing the number of participants including students from different levels (1st, 2nd, 3rd and 4th years of CSE) in order to contrast the results among the different groups and analyse if students' age affects teenagers' viewpoints regarding multiculturalism. In order to do this, we will need the participation of more teachers and it will be developed during a longer period of time, for instance from October to May (eight months). Moreover, it will be necessary to increase the number of sessions and try to count on people from minority groups' collaboration in the organisation of these sessions in order to create a more realistic atmosphere. We could work with some people from the neighbourhood (a person from another country who lives in San Jerónimo, gypsy people from this area, a familiar person for students with a specific disability, or any woman from the neighbourhood who could show them her personal experience regarding gender differences).

The use of a wider type of instruments could be another option for the improvement of this study. Other data collection techniques that may be used in future research are interviews, diaries and surveys. Oral interviews will be aimed at each student, teachers and any other participants in the sessions (people from minority groups who participate in the development of the activities). These interviews could be semi-structured, that is, they present a rigid composition mixed with spontaneous features. Interviews must be recorded in order to have a more reliable interpretation. On the other hand, if diaries are used, all the participants of this research must write down their daily impressions about the classroom atmosphere and the

activities that take place during the sessions. Finally, surveys can also be used due to the nature of this study. A survey is a data collection procedure very similar to questionnaires; however, there is a main difference: surveys are targeted at a more general type of participants. These participants are usually chosen randomly in order to get generalizations about different aspects. This method is usually used in sociological and educational studies.

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10. ANNEXES

- **Instruments: Attitude scale.**

Intercultural Diversity in our Classrooms

This questionnaire is aimed at those students from the 4th year of CSE of the high school San Jerónimo (Seville). The objective of this activity is to know our students' opinions regarding intercultural diversity and their knowledge about different cultures.

This questionnaire is completely anonymous.

1. Gender:

- ☐ Male
- ☐ Female

2. Age:

.....

3. Where are you from?

.....

What do you think are the right answers? Grade your answers: 1 (Very positive), 2 (Positive), 3 (Negative), 4 (Very negative).

Thank you for your collaboration!

1. People that come from other countries take our jobs.	1	2	3	4
2. My friends were proud if I served as a volunteer for the Asociación Ecuatoriana de Sevilla.	1	2	3	4
3. My group of friends would understand that I fell in love with an immigrant person.	1	2	3	4
4. My school grade would be affected if I had to work in a class activity/task with an immigrant student who does not speak my language correctly.	1	2	3	4
5. My friends would feel uncomfortable if I introduced them an immigrant classmate (Pakistani, Romanian, Peruvian).	1	2	3	4
6. All Muslims are very male chauvinist.	1	2	3	4
7. I would accept a gipsy student in my flat.	1	2	3	4
8. I would feel uncomfortable in a restaurant where most people belonged to the gipsy ethnic.	1	2	3	4

9. I would not chat with a gipsy person who was next to me in the bus.	1	2	3	4
10. My family would accept that my boyfriend/girlfriend does not have our same culture (gipsy ethnic).	1	2	3	4
11. My parents would not visit me if I lived in a neighbourhood where many gipsy people live.	1	2	3	4
12. I would feel uncomfortable if I had to seat next to a gipsy person.	1	2	3	4
13. Most of my friends think that women do housework in a better way.	1	2	3	4
14. There are different leisure activities for men and women.	1	2	3	4
15. When we have to make groups in class I try to join a group of my same gender.	1	2	3	4
16. If I lived with my boyfriend/girlfriend, I would share the housework equally.	1	2	3	4
17. There are different careers for men or women.	1	2	3	4
18. My parents would understand that my sister wanted to work in the construction sector.	1	2	3	4
19. I would go to a club although one of my friend with any disability (he needs a wheelchair, Down syndrome, blind) was forbidden to go into it.	1	2	3	4
20. I would sign on ballroom dancing lessons with a disabled friend (intellectual disability, blind, deaf).	1	2	3	4
21. I would like to help a blind classmate to translate our class notes during my free time.	1	2	3	4
22. Disabled people should study in special education classrooms.	1	2	3	4
23. I would like to participate as a volunteer in an association that worked with disabled people.	1	2	3	4
24. My classmates would not like to meet a disabled person to study for an exam (Down syndrome, blind, deaf).	1	2	3	4

Source: *Cuestionario de Actitudes hacia la Diversidad Intercultural*. Adapted by M^a. J. Alonso, R. Navarro y L. Vicente (2007), pp. 490-491. Modifications in some of the items have been incorporated to facilitate their comprehension; items 1, 4, 5, 6, 8, 10, 11, 12, 13, 14, 15, 17, 19, 22 and 24 are inverted.

- **Material used in the sessions:**

- **Session 1. Akram, Donny, María, Jenssy... They all are my friends!**

Video taken from YouTube: “Surviving Valencia: Insight into the Life of a Migrant”.
(<https://www.youtube.com/watch?v=qBQkYGBN05s>)



Surviving Valencia: Insight into the Life of a Migrant

- **Session 2. Gipsy Culture.**

Text used during this session to work on the gipsy culture. This fragment has been adapted from the original text “*The Spectacular Spanish Gypsy Wedding*” from the webpage Friendly Spanish. (<https://www.friendlyspanish.com/2014/09/02/the-spectacular-spanish-gypsy-wedding/>)

The Spectacular Spanish Gypsy Wedding

Whilst not specifically categorised in census terms, the Spanish Romani gypsy community, usually known in Spanish as *gitanos* numbers around a million. Thought to largely originate from present-day northern India, the Romani found their way to Spain more than a thousand years ago. Particularly concentrating themselves in the already hybrid culture of Moorish Andalucía, gypsy communities have continued to retain their own distinct identity within

Spain, and in turn have had a profound influence on their surroundings, particularly in these southern regions.

The typical *boda gitana* or gypsy wedding revolves around two principal celebrations, in relatively quick succession: first the *pedimiento* or engagement party, then the mighty *casamiento* or celebrations of the wedding itself, which alone can last for several jubilant days. In comparison with wider Spanish society, *gitanos* tend to marry early, usually in their teenage years. This alludes to a pervading theme in the wedding ritual: that of purity, which contributes to some more controversial aspects of the tradition. A crucial aspect of the ceremony takes place as a woman known as an *ajuntaora* examines the bride-to-be in private to assure she is indeed a virgin. This role is deemed to require a significant degree of respect, impartiality and experience, so the typical family may fork out several hundred euros just for her presence. Whilst shocking to some modern-day observers, for others this custom stresses the importance of the couple's commitment to one another. With this discreet task successfully completed, the party erupts in celebration. The bride and groom typically find themselves hoisted onto a sea of shoulders as the traditional *gitano* folk song *El Yeli* fills the air.

The Romani community in Spain may well suffer a degree of marginalisation from non-gypsy people known to them as *payos*, but nobody can deny the vibrancy of their unique traditions, with none more vivacious than the *boda gitana*. In the pueblos of Andalucía, there is no sight more unmistakeable than huge throngs of gypsy friends and families filing through the streets to attend a traditional catholic morning wedding, clothed in a dazzling array of bright colours and bold accessories.

Source: Adapted version from "The Spectacular Spanish Gypsy Wedding. (Friendly Spanish)